

Archivist

CNC Community CHRONICLE

August 29, 1975

Number 17 of 1975

SUNDAY - August 31


dies solis

MONDAY - September 1

Labor Day - CNC Closed


dies lunae

TUESDAY - September 2


dies martis

Classes begin

WEDNESDAY - September 3

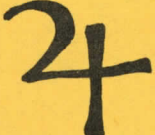
Chairpersons-Arts & Letters Division, Noon
" - Ed. & Communications Div., Noon

Dean's Ad. Council - 1:00


dies mercurii

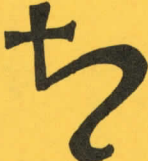
FRIDAY - September 5

Nat. & Quan. Sci. Div. -- 2:00 P.M.

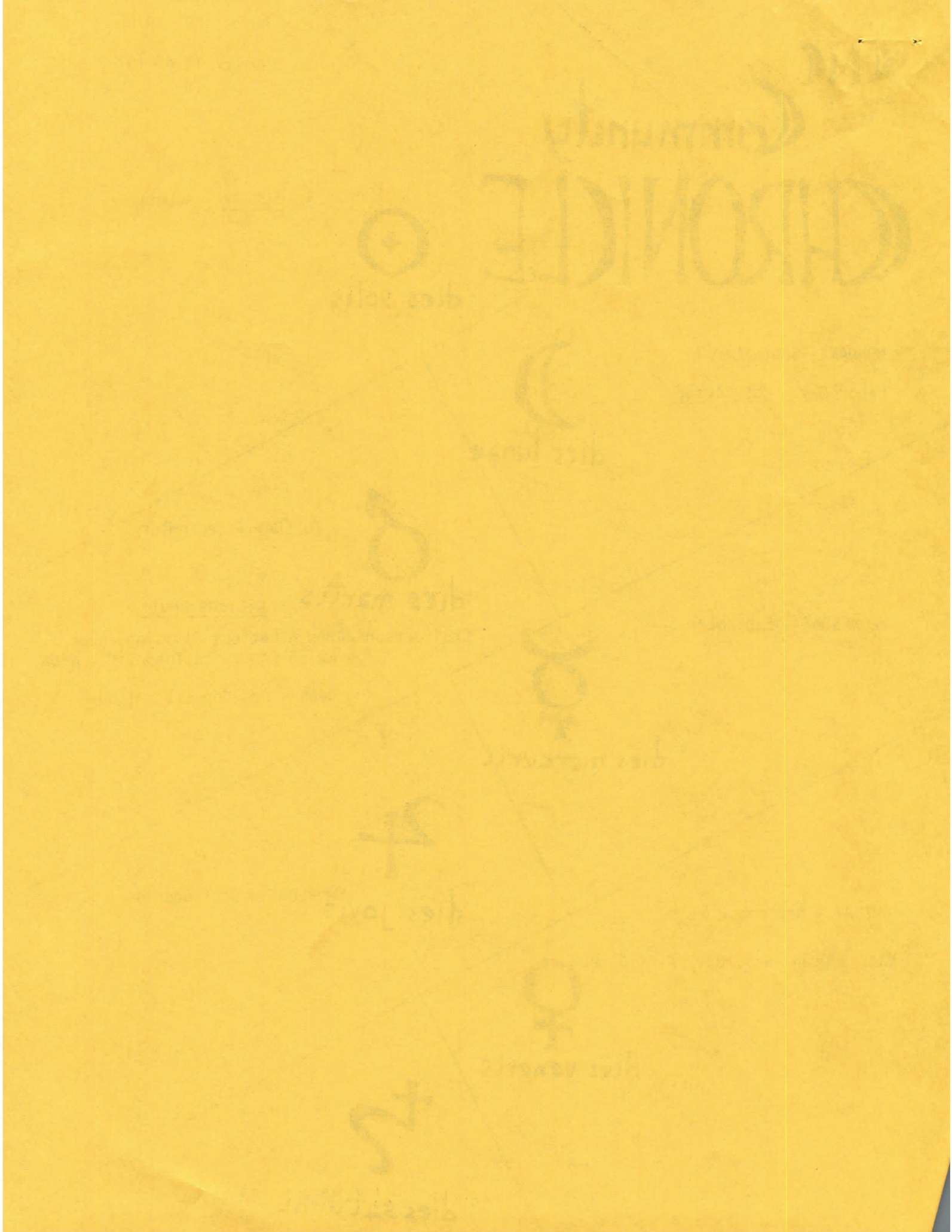

dies jovis

THURSDAY - September 4


dies veneris


dies saturni

SATURDAY - September 6



DEAN'S ANNOUNCEMENTS

Welcome

I sincerely hope you have had a restful and regenerating vacation this summer, and I would like to extend best wishes upon your return for a successful new academic year. I would also like to extend a special welcome to each of the new faculty members who will be joining Christopher Newport College this fall. The lateness of several of the appointments makes it impossible for me to print a brief sketch of the academic background of each of our new colleagues, but this list will appear in a forthcoming issue of the CNC Community Chronicle. In the meantime, I believe that every returning member of the Faculty joins me in extending a special welcome to each of those new faculty members who have joined the College this fall.

* * * * *

Other Appointments and Promotions

Thanks and congratulations are in order to several faculty members who have acquired new titles since the end of last semester:

- Bill Winter has been elected to a three-year term as Chairperson of the Department of Political Science;
- Sam Bauer has agreed to serve as Acting Chairperson of the Department of Psychology until the Department is able to hold an election later on in the semester;
- Jack Armistead has agreed to serve as Acting Chairperson of the Department of Physical Education until the Department holds its election later in the semester;
- St. Elmo Nauman has been asked to serve as Chairperson of the Department of Philosophy during the 1975-76 academic year.
- Burnam MacLeod has been granted tenure, effective with his 1975-76 contract;
- John Hoaglund has been promoted to the rank of Associate Professor;
- Bob Herrmann has been promoted to the rank of Associate Professor.

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Resignations and Leaves-Of-Absence

We would like to extend our very best wishes to those faculty members who will not be returning to Christopher Newport College during the coming academic year:

- Charlotte Fitzgerald has accepted two fellowships from the American Sociological Association and a State of Virginia Faculty award to return to the Graduate School of Arts and Sciences at the University of Virginia to complete her doctoral work in Sociology. (Charlotte will be on leave during the 1975-76 academic year);
- Jim Moore will serve as temporary Coordinator of the Criminal Justice Program at the School of Public Administration and Urban Studies at San Diego State University (Jim will return in the fall of 1976);
- Lea Pellett will be on leave during the fall semester to pursue her

M.S.W. degree at Norfolk State College (Lea will return in January);

- Imogene Simmons has accepted a position with the University of Maryland in Europe;
- Ken Kirby will pursue graduate studies for the M.S.W. degree at Temple University;
- Ron Fennell has resigned to accept a position as Director of Social Work for an agency in the State of Illinois;
- Ruth Mulliken has resigned to accept a position in the Graduate School of Education at The College of William and Mary.

* * * * *

Professional Development Grants

During June, faculty development grants were authorized in the amounts and for the reasons stated below:

- Dr. Samuel Bauer - \$600 to study the measurement of affective responses in several species of animals using various methods of oral stimuli.
- Dr. Robert M. Saunders - \$740 to study the antibellum period of Richmond, Virginia, and sample and code the 1880 and 1900 Richmond censuses.
- Professor Doris Reppen - \$280 to attend a New Grammar Symposium sponsored by the University of Miami.
- Professor Fred Polazzo - \$350 for continuing study to remain in good standing as a Certified Public Accountant.
- Professor Donald Riley - \$350 for continuing study to remain in good standing as a Certified Public Accountant.
- Dr. Spencer Wise - \$243 to do field work with Dr. A. M. Harvill, Jr., at Longwood College, and for living expenses to study with a VPI & SU soil surveying party in either Greenville or Spottsylvania Counties.

We extend our best wishes for the successful efforts of each of these projects. Thus far, a total of seventeen faculty members have received College professional development grants to promote projects during the 1975-76 academic year. Since the professional development fund has not yet been exhausted, the Faculty Advisory Committee will be publishing an announcement in the near future concerning guidelines for a third round of applications.

* * * * *

Change Magazine

The Lilly Endowment has granted Change magazine a subvention for the purpose of supplementing every ten or more institutional subscriptions ordered at one time by College presidents or deans. Under this arrangement, the cost per subscription is \$10 a year instead of the usual \$14. If ten or more faculty members are interested in

taking advantage of this saving, I will place an institutional order. If you are interested in a reduced-rate subscription for Change magazine, please leave your name with Webber Casey.

* * * * *

English 431

An erroneous course description appears on page 47 of the 1975-77 College Catalogue. English 431: Structural History of the English Language should read

"Anhistorical study of the developments of the English language in England and the United States."

It would be especially helpful if you could make note of this change in your personal copy of the College Catalogue so that students may be correctly advised in the future.

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Administrative Calendar

A week ago Dean Edwards prepared and placed in each faculty member's mailbox an administrative calendar for the 1974-75 academic year. The format was designed for continuing use. Please try to keep your administrative calendar handy, and add to it as necessary. The calendar was prepared in response to many faculty requests to provide this information. Additional copies of the calendar can be picked up in Dean Edwards' office. We extend our thanks to Bob for his fine efforts in this helpful project.

* * * * *

Affirmative Action Committee

Tim Morgan has been elected Chairman of the Affirmative Action Committee effective September 1. Alice Randall has been elected Secretary. Tim succeeds Vivian Johnson whose term as Chairman has just expired. We wish to thank Vivian for her outstanding performance during a difficult period of many important appointments at the College. We welcome Tim in his new office for the next six months.

* * * * *

Fine and Performing Arts Grant

The Virginia Internship Program has selected a proposal developed by Dr. Stuart Van Orden to receive financial support in the amount of \$450. Dr. Van Orden's project, entitled "Virginia In the Revolution," will receive funds for materials for a series of 4' X 8' murals which will be designed and produced by CNC art students. The murals will depict significant scenes from the American Revolution. Upon completion, the murals will become the property of Christopher Newport College, and will be displayed on campus. Congratulations to Dr. Van Orden. We look forward to the student projects.

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"You know," said Gronvall, "a dean is like a shepherd who gently tries to lead his flock, and a department chairman is the crook on which he leans."--Ann Arbor (Mich.) News.

It's a nice simile, Gronvall. One we'll remember.

ADMISSIONS OFFICE

Vocational Interests of Area Students

The following is a summary of the vocational interests by first, second and third choice of some 18,000 area intermediate and high school students (all grades). The information from which these figures were taken (names, addresses and the like) will be available through the Admissions Office after the start of the Fall Semester. The Admissions staff is prepared to assist any department interested in designing literature for, and contacting, appropriate students.

Total For All Schools

<u>Code</u>	<u>Career Interest</u>	<u>1st Interest</u>	<u>2nd Interest</u>	<u>3rd Interest</u>	<u>Total</u>
00	Air Conditioning/Heating	89	61	50	200
01	Building Construction	308	234	173	715
02	Carpentry	281	260	188	729
03	Electricity	349	198	196	743
04	Plumbing	52	49	68	169
05	Accounting	287	215	187	689
06	Advertising	51	63	54	168
07	Banking & Finance	117	173	159	449
08	Executive Secretary	727	388	299	1414
09	Food Management/Dietetics	74	82	57	213
10	Hotel/Restaurant Management	96	116	151	363
11	Insurance	22	39	49	110
12	Management/Retailing	133	93	74	300
13	Public Relations	61	95	91	247
14	Purchasing/Marketing	51	38	39	128
15	Real Estate	42	56	83	181
16	Typist/Stenographer	723	598	359	1680
17	Computer Science	152	142	110	404
18	Data Processing	137	191	151	479
19	Ham Radio	31	36	52	119
20	Journalism/Creative Writing	167	147	160	474
21	Library Science	24	20	35	79
22	Radio/Television	162	213	168	543
23	Telephone Communications	26	40	51	117
24	Telephone Operator	98	242	217	557
25	City Planning	13	25	24	62
26	Fire Service/Rescue	67	92	94	253
27	Fish & Game Management	262	278	238	778
28	Government Administration	37	57	50	144
29	Law	446	318	262	1026
30	Law Enforcement/Corrections	201	184	164	549
31	Parks & Recreation	187	296	280	763
32	Art (Sketching/Painting)	629	466	328	1423
33	Design	126	228	196	550
34	Drama & Theatre	252	307	312	871
35	Photography	193	322	330	845
36	Printing	24	55	48	127
37	Music (Instrumental)	468	380	330	1178
38	Music (Choral)	256	251	200	707
39	Music (Drum & Bugle Corp)	38	71	54	163
40	Dentistry	168	138	73	379
41	Dental Technician	73	78	53	204
42	Medicine	458	207	141	806
43	Medical Technician	207	149	111	467
44	Nursing	808	455	311	1574

Vocational Interests of Area Students (continued)

<u>Code</u>	<u>Career Interest</u>	<u>1st Interest</u>	<u>2nd Interest</u>	<u>3rd Interest</u>	<u>Total</u>
45	Optometry	16	22	24	62
46	Pharmacy	56	74	52	182
47	Public Health	27	72	67	166
48	Physical Therapy	125	184	150	459
49	Psychology	278	234	226	738
50	Veterinary Medicine	511	321	249	1081
51	Air Force	717	525	462	1704
52	Army	405	383	352	1140
53	Coast Guard	111	125	150	386
54	Marines	142	137	147	426
55	Merchant Marines	16	23	28	67
56	Navy	245	230	229	704
57	Agriculture	69	81	65	215
58	Architecture	351	210	137	698
59	Archeology/Anthropology	64	74	87	225
60	Aeronautics (Space Science)	109	112	109	330
61	Astronomy	34	75	67	176
62	Biology	105	153	147	405
63	Botany	14	13	25	52
64	Chemistry	65	73	59	197
65	Conservation/Forestry	141	158	141	440
66	Criminology	35	90	98	223
67	Ecology	37	56	95	188
68	Engineering (Chemical)	24	35	33	92
69	Engineering (Civil)	67	70	60	197
70	Engineering (Electrical)	234	196	159	589
71	Engineering (Marine)	29	57	46	132
72	Engineering (Mechanical)	208	251	164	623
73	Geology	10	20	25	55
74	Mathematics	135	184	165	484
75	Meteorology	10	18	15	43
76	Oceanography	218	234	208	660
77	Physics	30	40	53	123
78	Zoology	106	214	201	521
79	Auto Mechanic	715	575	410	1700
80	Fashion Design/Modeling	528	514	475	1517
81	Hair Styling/Cosmetology	234	334	375	943
82	Interior Decorating	178	282	345	805
83	Florist/Landscaping	33	77	99	209
84	Mortician	29	28	67	124
85	Clergy/Religion	71	36	45	152
86	Physical Education/Recreation	382	306	299	987
87	School Administration	28	62	83	173
88	Social Work	290	396	472	1158
89	Special Education (Handicapped)	200	275	288	763
90	Teaching (Elem.-Secondary-Coll.)	523	446	401	1370
91	Airport Management	91	90	106	287
92	Aviation	181	269	245	695
93	Driving (Truck-Bus.Etc.)	268	400	450	1118
94	Railroad Occupation	17	29	45	91
95	Boating/Sailing/Water Sports	142	245	565	952
96	Camping/Canoeing/Hiking	95	226	504	825
97	Hunting/Fishing	150	266	538	954
98	Marksmanship/Guns/Archery	65	147	344	556
99	Wrestling/Boxing/Judo/Karate	229	273	535	1037
	TOTAL	18366	18166	17806	54338

NOTICES

Fulbright Awards

Faculty members are requested to encourage promising Senior majors in their departments who might be interested in a Fulbright Fellowship for graduate study abroad to contact Walter Knorr. Deadline for applications for 1976-77 is October 1.

Likewise, faculty members themselves interested in Fulbright exchange may receive information from Dr. Knorr.

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CNC Players

The Christopher Newport College Players will hold auditions for their upcoming production of CALIGULA by Albert Camus. The production has been invited to tour Poland later this year.

CALIGULA will be directed by Stan Fedyszyn and will feature a cast of 13. Eight men and five women are needed to fill the roles.

The production will be offered for four performances at CNC beginning Wednesday evening, October 29. The Players are presently negotiating to have the show perform at Old Dominion University as well before it is entered in the American Theatre Association's annual University Theatre Festival.

Auditions will be held in the Campus Center Green Room Friday, September 5, and Monday, September 8, at 3:00 P.M. Interested parties are requested to prepare an audition lasting about two minutes. It is recommended that each auditionee prepare one humorous and one serious scene. "People coming in cold to read prove nothing more than their ability to read the English language," Stan Fedyszyn director of the Players noted. "We generally take that fact for granted. What we are interested in is the actor showing something about himself; his sense of humor, for example. That's why we prefer that people prepare something in advance. Then they can give the performance they want." Fedyszyn added.

CALIGULA will be given an experimental production since the show will do extensive touring. Full time CNC students will be given first consideration for roles but the cast will not necessarily be made up exclusively of students. Rehearsals will be held Monday, Wednesday, and Friday afternoons at 3:00 P.M. until production week. At that time rehearsals will be held in the evenings.

The CALIGULA company is presently scheduled to depart for Warsaw, Poland on the 2 of January and will return around the 26th of the month. While in Europe the company will perform in Warsaw, Krakow, Katowice and Wroclaw as guests of the Teatr Kalambur in Wroclaw.

No previous dramatic training is required of auditionees. The Players are also interested in seeing people interested in working backstage or on construction of the production.

FACULTY NEWS

DR. GEORGE R. WEBB, and DR. JANE C. WEBB, attended the Solar Energy Conference which was held at Virginia Commonwealth University on Tuesday, August 19, and Wednesday, August 20. The participants at this conference were legislators, other state officials, local government officials, educators, scientists, and professionals in the field.

DR. H. MARSHALL BOOKER, appeared on the "Conversation" show of WVEC RADIO-AM (1490), on August 21, and WVHR RADIO-FM (101) on August 24. Mr. Bob Wells conducted the interview with Dr. Booker on the topic of "The General Economic Picture." Dr. Booker also appeared on the "Tidewater A.M." Show of WVEC-TV (Channel 13), on the week of August 11, and discussed the topics of "Inflation," "Unemployment," "Wheat Deal," "National Debt and Fiscal Responsibility," and "New York As A Declining City and Consumer Responsibility."

GRANTS AND FELLOWSHIPS

Rockefeller-Ford Program for Population Policy Research

The Rockefeller and Ford Foundations will continue their support of population policy research in the social sciences and are currently accepting research proposals. The program is designed to encourage population policy research on the social and economic determinants and consequences of population growth and distribution and to broaden the understanding of the relationship between population variables, law and economic and social policies. Awards will be announced in December. For further information and application guidelines contact: The Rockefeller-Ford Program for Population Policy Research, 111 West 50th Street, New York, New York 10020. Applications must be received by: 7/1/75.

National Endowment for the Humanities

Fellowships--Deadline: June 2

Education Programs--Deadline: July 1

American Council of Learned Societies

ACLS Fellowships--for research in the humanities or social science projects with humanistic emphasis. Deadline: September 30, 1975.

Study Fellowships--for young scholars in the humanities to study in disciplines other than their specialties. Deadline: November 15, 1975.

Programs Administered by the International Research and Exchanges Board--post-doctoral and predoctoral exchanges with Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, the USSR, and Yugoslavia.

Grants-in-aid--for humanistic research. Deadlines: September, 30, 1975 and February 15, 1976.

Grants for Soviet Studies--for research in the social sciences and humanities relating to Revolutionary Russia and the USSR. Deadline: December 31, 1975.

Grants for East European Studies--for research in the humanities and social sciences relation the cultures and populations of an East European country. Deadlines: September 15, 1975; May 15, 1976; February 15, 1976.

Grants for Study of East European Languages--for intermediate level study of East European Languages. Deadline: February, 1, 1976.

Programs Administered by the Social Science Research Council--include postdoctoral research in the humanities and social sciences relating to Africa, China, Japan, Korea, Latin America and the Caribbean, the Near and Middle East, and South Asia.

Undergraduate Research Participation--NSF

1. Undergraduate Research Participation--There are in addition, two related kinds of activity eligible within the program limits:
2. Undergraduate Research--an investigation conducted independently by a student, with faculty advice and supervision, on a topic not a component or sub-topic of the research supervisor's own investigation(s); and
3. Undergraduate Independent Study--an individual non-experimental investigation by a student, or an individual in-depth study of a major topic not within the scope of the institution's normal undergraduate curriculum.

This year a new program is included-Experimental Industrial URP Projects. In order to provide opportunity for undergraduate students to become acquainted with research attitudes and the research atmosphere characteristic of an industrial laboratory setting as contrasted with the usual and more familiar academic setting, the Foundation will, in conjunction with the URP program, provide support for a limited number of projects, arranged for and managed by a science faculty member or groups, in which undergraduate participants are placed in an industrial laboratory under the direct mentorship of an industrial scientist.

National Science Foundation Deadlines

Energy-Related Postdoctoral: Early December 1975

North Atlantic Treaty Organization (NATO):

Postdoctoral: October 27, 1975

Senior: October 1, 1975

Traineeships

Energy-Related Graduate: November 7, 1975

Division of Higher Education in Science

Alternatives in Higher Education: Open

Faculty Research Participation: October 1, 1975

Instructional Scientific Equipment: January 19, 1976

Office of Experimental Projects and Programs

Student-Oriented Programs:

Secondary School Students Science Training: October 10, 1975

Undergraduate Research Participation: September 10, 1975

Student-Originated Studies: November 10, 1975

Educational Program Restructuring: Open

Ethical and Human Value Implications of Science and Technology: Open

Ideas & Trends / Continued



Victor Juhasz

faculty. The persistent conclusion of these studies was that students make fair and perceptive judgments of teaching effectiveness. The studies included opinions of alumni who, after pursuing careers for several years, generally reaffirmed their student appraisals in light of experience.

In New York City, the Board of Higher Education includes student evaluation as a required element in administrative decisions on faculty appointment and promotion. In the oldest ongoing program of student evaluation, at the University of Washington, students have been filling out questionnaires for more than 50 years. Based on 40,000 evaluations, the university administration believes that such collateral matters as professor popularity and students grades do not significantly influence student ratings.

The major factors on which faculty are evaluated are lesson preparation, motivation of students, demonstration of subject knowledge and effectiveness in communicating to the level of the students.

A Buyer's Market

The emphasis on student evaluation of professors fits into the current buyer's market in education. Colleges, caught in the economic squeeze, can no longer afford to ignore the customer who can take his or her tuition elsewhere. It is widely believed, also, that the trend is a reaction to the campus rebellions of the 1960's when administrators were pressured to involve students more in the running of the college.

Thus, private colleges are demanding more and more of their professors. It is not just a matter of production, but of teaching effectiveness. In addition, state education department pressure for quality college teaching has increased. Accountability is becoming a campus issue.

While it is clear that evaluation methods themselves are changing, what is unresolved as yet is how much these changes are an improvement. More certain is the growing conviction among many in higher education that a direct outgrowth of improved evaluation practices will be improvement in teaching performance.

Peter Seldin is associate dean and Edward Wakin is professor of communications at Fordham University.

Students Now Get to Help Decide The Worth of Their Professors

By PETER SELDIN
and EDWARD WAKIN

A quiet change is taking place on college campuses: Faculty are being held accountable, as never before, in how well they serve students, and there is a marked shift in the way faculty are being evaluated.

What counts more and more is teaching, student advising, committee activities rather than publishing, researching, consulting, commuting to Washington. The familiar professorial paradox is fading. Traditionally, college professors were hired to do one job, teach, and were rewarded for doing another job, research. While this still is the case in most graduate schools, it is clearly not so in campuses stressing undergraduate education.

In a comparison of two studies of nearly 500 liberal arts colleges, one in 1966, the other published this year, these changes emerge:

- The publish-or-perish syndrome is in decline. Research as a "major factor" in faculty evaluation, cited by 32 per cent of college deans

surveyed in 1966, dropped to 22 per cent in 1974. Publication fell from 25 to 17 per cent.

- Professional society activity, cited by 24 per cent of the deans in 1966, slipped to 16 per cent.

- Campus committee work and student advising have assumed greater importance. The former was cited as a "major factor" by 50 per cent of the deans in 1974, up from 33 per cent, and the latter by 69 per cent, up from 47 per cent.

- Formal student participation in faculty evaluation climbed from 11 per cent in 1966 to 29 per cent in 1974. These student ratings are statistically validated, written questionnaires distributed to all students.

The statistical trends were underlined by comments from many deans. From a Nebraska dean: "Publish or perish is dying on our campus . . . now we say to our professors, 'Spend your time and energy on teaching.'" From the dean of a New England college: "The ideal professor here is one who devotes himself to teaching and to on-campus committee work.

We can no longer afford Ivory Tower thinkers and researchers. We want doers."

A counter argument, which is supported by a sizable group of academicians, is that research and publication do contribute to over-all teaching performance. Research, contend these critics, expands the knowledge of professors, thus better preparing them to teach.

No specific tabulations are being made in terms of the number of committee assignments and hours spent in meetings or student advising, but deans are looking for clear evidence that professors are active in these areas.

Student opinions are given more respectful attention and weigh more heavily in faculty evaluation. Richard Miller, an authority in the field, recently told the International Conference on Faculty Evaluation, in Heidelberg, Germany, that "student evaluation is the most valid, reliable and defensible" tool for faculty appraisal.

Dr. Miller, Associate Director for Higher Education in Illinois, based his judgment on more than 400 studies of student evaluation of



Careers Invade the Curriculum

*Liberal arts hasn't capitulated,
only compromised*

There has surfaced in the mainstream of American liberal arts colleges the unexpected notion that experience may benefit learning. Career preparedness, it is called. Traditionalists are gloomy, innovators, glad.

Suddenly the "real world" is an accepted, even accredited part of the curriculum at some of the nicest places. Here's Shakespeare shar-

ing the college catalog with motel management. Here's Smith College teaching accounting, Marymount Manhattan giving credit for technical writing to Pfizer Inc. secretaries, and Cazenovia offering career-related courses in banking and even horse breeding. They are not alone.

Like ships before the wind, liberal arts institu-

tions seem to be fleeing headlong into the unfamiliar, if not unfriendly world of workaday America. "Show me," says a college president, "a liberal arts school which is not concerned today about preparing students for jobs and I'll show you a school which may not be there tomorrow."

Why? The malaise of the day is now registering at colleges: costs are up and income down. It's not a question as much of revelation as reality, the bottom-line mentality. Survival is a very real question to many private colleges around the country. And funds are available from both private and public coffers for career education.

Equally important, students are also worried about survival. With the job market squeezed, they want a salable skill to go along with their Socrates. To many educators, it is an uncomfortable, if not unholy, alliance.

Nevertheless, under numerous aliases, academic and actual-life institutions are forming all sorts of partnerships. "Internships", "External degree programs", "Interludes", "Experiential education": by any name, they link theory and practice much as Professor Herman Schneider did with something he called "cooperative education" at the University of Cincinnati 70 years ago. It was a long time catching on.

Dr. Schneider's idea was to integrate formal class work with practical experience in an organized program in which students would alternate periods of full-time study with full-time employment. It cut against the grain of traditional liberal arts.

That he limited his new-fangled scheme to the training of engineers was perhaps his saving grace. Nine more schools, including the General Motors Institute, boasted co-op engineering programs by 1919. Trade schools all, the traditionalists sniffed.

Alfred North Whitehead was more kindly.

"Knowledge," he said, "does not keep any better than fish. You may be dealing with knowledge of the old species; with some old truth; but somehow it must come across to the students . . . as if it were just out of the sea."

As a tidal wave, career education missed the poshest beaches (the Antiochs, Benningtons

and Beloit notwithstanding) until some of the elements of the early 20th Century academic climate which initially fostered the "co-ops" began to recur.

Six or more decades later, a depressed economy and a degree of anti-intellectualism among students along with a few new elements — declining job opportunities in some professions; new commitments to minorities; skyrocketing costs — all are contributing to the new look in academia.

Whatever the benefits to students, the trend toward career education has sparked the rebuilding of many bridges, spanning the gap that has sometimes been a gulf between the business and academic worlds.

Reality in American education is suddenly very relevant. The castles of classic liberal arts may not be crumbling. But some of the drawbridges are down. So it is that classically intellectual Bryn Mawr now invites businessmen to spend a week as executives-in-residence, and old line schools like Lambuth, of Jackson, Tennessee, award with minimum qualm academic credit for work experience at the Holiday Inn. More than 900 educational institutions currently admit to offering "co-op" programs of some sort — up from a couple of dozen 20 years ago, 50 in 1962, and 400 in 1973. Several others have partnership arrangements with "real world" institutions but would rather be euphemistic about it.

"We prefer to call it career development," says Dr. James Holderman of the Indianapolis-based Lilly Endowment, Inc., which this year will contribute almost \$1.5 million to efforts by 15 Midwestern liberal arts schools to mix a dash of outside experience into their traditional programs.

"We're not apologizing for either the name or the interest," he says. "We think this is the most exciting thing going on today in American higher education."

Lilly doesn't stop with writing the check. Through its so-called Continuing Conference on Liberal Arts, the foundation frequently brings representatives of the participating schools together to consider the fruits of their labor.

Dr. Holderman remembers that Lilly, a philanthropic creation of the pharmaceutical



No more ivory towers

Sheree Speakman, an Albion College junior, has no time to debate the semantics of career development. Her concern is the result.

"There are no more ivory towers," she says. "The students have seen to that. They are coming in as freshmen and worrying about whether they'll be able to get a job four years from now. That may be kind of sad. It forces you to make decisions and to make them earlier in your college life than you might want to.

"That's why getting some real world experience is so helpful, regardless of what it is called. I thought I wanted to be a buyer in a department store. And it took just one summer as an intern for me to find out I didn't. I could have gone through school, gotten my degree and never made that discovery. Or I could have bypassed college altogether, because I think if you're motivated enough you can get an education without going to school.

"But could I have found out as much about myself while I still had an opportunity to develop other talents and other interests? I don't think so."

family, "kind of fell into" all this in 1973 when it solicited suggestions from several Indiana liberal arts schools on how best to address the dual challenge of value formation and career preparation.

"We've had a long-term interest in this question of values," he says. "And we had begun to recognize along with a lot of other people, including — no, especially, the students — that it is not enough today to give somebody a degree unless he also has a salable skill.

"We gave four Indiana schools \$100,000 apiece per year to help them incorporate career development into their traditional liberal arts programs. We later added Albion and then ten more schools. There may be similarities between old-fashioned cooperative education and the kinds of things some of these schools are doing. But calling them 'co-op' programs means having to contend with the view that there is a dichotomy between liberal arts education and vocational training.

"We hope we are breaking down that attitude. We don't think there is a dichotomy. We think the two are compatible, in fact, indivisible. We think when you acquire a skill along with a set of moral values, you are truly an educated person."

Albion's President Bernard Lomas is more succinct: "We can no longer afford to live in academic isolation from the realities of the world," he says.

Although the Albion professional management program is only two years old, the Lomas credo comes from his days as an Albion undergraduate and a circuit riding minister for several area Methodist churches.

"There I was, 18 or 19 years old," he says. "And I was no more qualified than the man in the moon for what I was doing. I made a lot of mistakes. But the people put their arms around me and helped me. They led me along. They had a part in my education.

"Now, I'd hate to have to choose what was more important to my growth and development; my formal education or that practical education I got in those little churches on weekends.

"What I'm saying is that liberal arts ought not to be insulated from the 'real world.' The liberation of the mind is not possible in isolation.

Liberation means fullness. And you can't keep a person ignorant in one area of human experience and expect him to achieve intellectual health."

Of the schools Lilly is helping, Albion's professional management program may provide students the most exposure to the workaday world of Big Business.

The University of Evansville offers internships in television, radio and newspapering. The School of the Ozarks, where work and study have long co-existed, has a plan to tailor a liberal arts education to the needs of the mid-South's aviation industry. Denison wants to address "real world" experience via on-campus computer simulation. Washington and Lee brings outside scholars on campus to discuss "The Corporation and Society."

But the interns of Albion get quickly into mainstream management endeavors at State Farm, Whirlpool, Burroughs, The Eaton Corp., General Motors and the like in a program the firms helped formulate and fund.

And Dr. Lomas bristles at the suggestion that the ogres of industry will usurp the independence of education.

"That's like saying the Methodist Church dominates the college because there are six churchmen on our Board," says Dr. Lomas. "Or that the state determines our philosophies because it gives us a rebate for the Michigan high school students we admit."

The Albion plan grew out of a Chicago lunch in 1971 where Dr. Lomas found a few businessmen — among them an executive vice-president of IBM and a GM vice-president — wondering why some of the best and brightest of the country's college students were not choosing business careers.

"I knew," says Dr. Lomas, "that I was about to get blitzed. They were going to ask me why the free enterprise system was being undermined, why the anti-capitalist, anti-business feeling was persisting, and what could be done about it.

"I told them, 'Look, I understand your problem. You think you've been getting the culls, that the really top-drawer students aren't going into business and the ones who do are ill-prepared. So let's do something about it. Let's

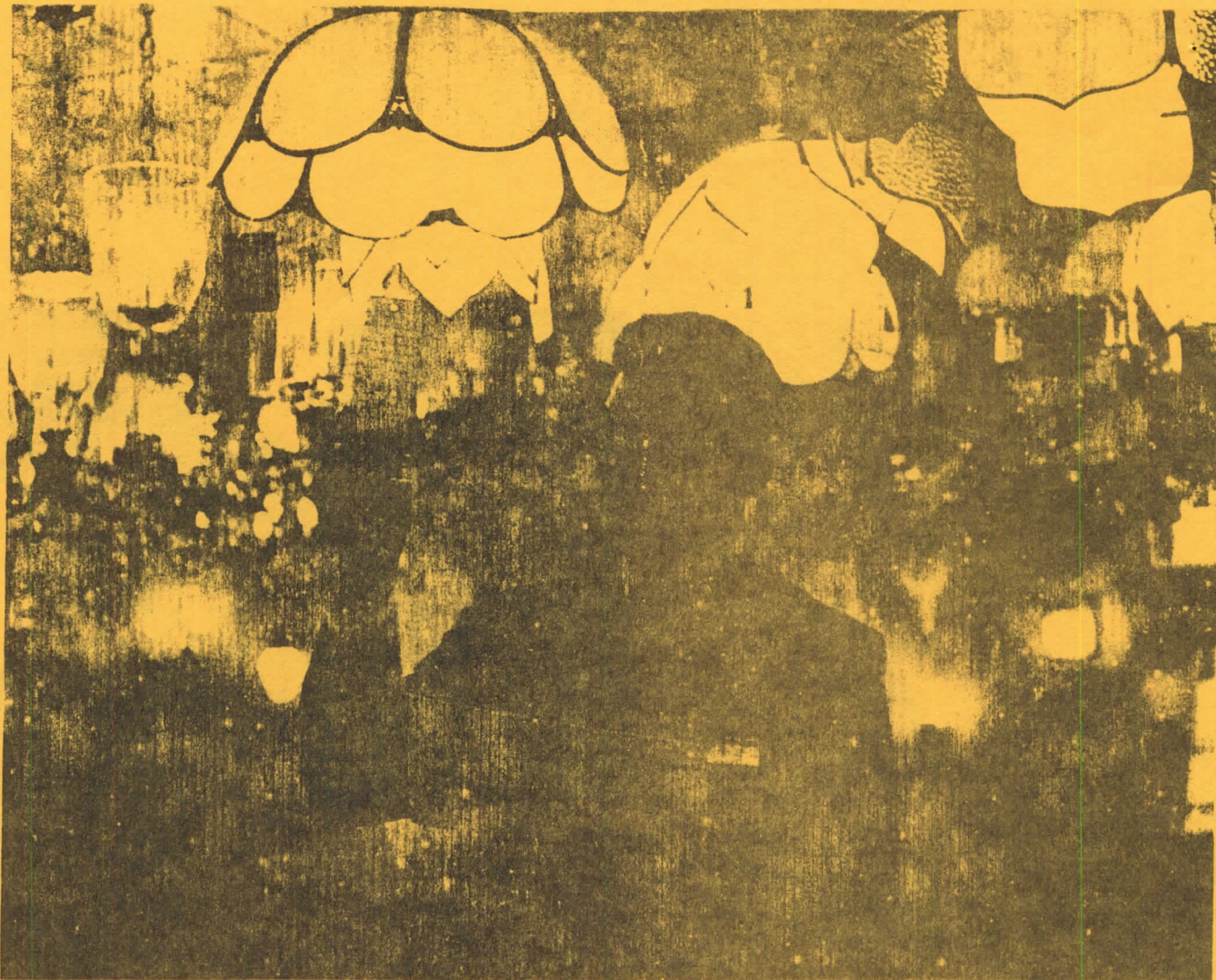


Bernard Lomas — "We can no longer afford to live in academic isolation from the realities of the world."

Work has held a position of honor

Historically, work has held a position of honor in America. We take this for granted, but European travelers to America in the 19th Century did not. They were astonished at what they saw. Work was honored and the educated man was looked upon with suspicion. Historically, liberal arts education has been thought of as a practical and useful education — which is an error. Work has not been part of our concept of the process of education. Therefore, the meaning of a work and study program is not easily seen. Aristotle said, "The most difficult problem in the philosophy of education is the relationship between theory and practice."

John L. Chase
U.S. Office of Education



Student gets practical education in merchandising

form a partnership. Let's mix some theory and some practice. Let's begin thinking of business as a profession — as honorable a profession as medicine or law. And let's give students a chance to compare what their professors tell them about you and your world to what it's really like out there!"

The companies jumped at the chance. Eleven of them quickly pledged almost \$300,000 to put Albion's first internship program on its feet. (The Lilly gift would not come until late 1973.) The faculty was somewhat less enthusiastic.

"This is a sensitive thing," Dr. Lomas explains. "There is the very basic matter of control over degree requirements. How does a faculty justify awarding academic credit for work over which it has little control? And there is the whole philosophic problem with whether you are demeaning liberal arts education by introducing skills training. But I think the real hangup here and elsewhere has been the fear among some faculty members that they would not be able to cope with this new kind of student."

"I think it was an unconscious thing. Nobody ever came up to me and said, 'I'm afraid I can't handle this.' But you see, many professors have never been exposed to the 'real world.' They have spent their lives in academia. So they have a tendency to be ideology oriented."

"There was no turning back, though. If the faculty had not adopted the program, the Board of Trustees would have set it up as a separate school. We felt that strongly about it. Well, our total faculty has responded positively. I've been tremendously impressed."

Now, enter Albion economics professor Charles Shearer, energetic, intense, a product of Kentucky — both the state and the university — director of the intern program.

"I swear something happens to this campus when the interns come back," he says. "There's excitement in the air. These kids are back from doing exciting things and everybody wants to hear about them."

"You know, we started with 30 students in the fall of 1973. Twenty-two of them interned last summer and I've got to say 21 had fantastic

experiences.

"I've got 63 students this year. Next year, I'll have 90. We took some upperclassmen into the program the first year. But we had to cut back last fall because we were limited by the number of available internships. I had some unhappy upperclassmen.

"Out of my 27 freshmen this year, 23 wouldn't be at Albion if it weren't for the program. And these are really bright kids. My next year's class is even brighter. They're so smart it scares me. Their high school grades are going to average 3.8 out of 4.0. And they're not eggheads. I've got a 3.0 student — an athlete, president of his class — a really fine prospect. And I don't think we'll be able to admit him. I had a girl cry, actually break down and cry, when I had to tell her I didn't think she'd make it. I mean, that's an expression of interest."

Like a basketball coach after a successful recruiting trip, Mr. Shearer finds nonchalance difficult.

"We're getting the top student in the largest high school in Cleveland. I've got some double majors coming — one in professional management and physics. Can you believe that?"

Albion, of course, is no academic also-ran. That the first private school in Michigan to found a Phi Beta Kappa chapter should now be giving students credit for work at a Chevrolet plant in Saginaw or a supermarket in Grand Rapids may be bad news to purists like Robert Hutchins ("The object of liberal or basic education may be said to be the transformation of young animals into human beings. And this has nothing to do with vocational training or with what is now called career education, whatever that may be.").

But it is good news to Terrell H. Bell, the U.S. Commissioner of Education, who sees in career development the salvation of the American private college. "The small private school which rolls with the times will survive," he says. "The one that doesn't, won't."

What, exactly, the times demand is much more than an academic question. Mr. Bell thinks sending young people into today's world "armed only with Aristotle, Freud and Hemingway" is like sending a lamb into the lion's den; Dr. Hutchins thinks the vocationalization of lib-



Real life situations are never "ideal"

In cooperation with the Small Business Administration, DePauw University at Greencastle, Indiana, puts selected students at the service of small businessmen who ask for management help. That's how James Weddle and Steve Taylor found themselves at Inkslinger's in Plainfield, a gift and book shop.

"I studied applied economic analysis," says Jim. "I knew you get your cost curves and your demand curves and you use certain equations to come up with an ideal price. But I found real life situations are never ideal. Your merchandise never arrives when you expect it. The demand is never what you expected. There are so many things the textbooks don't tell you.

"And I discovered no two businesses are alike. People have different goals and they have different ways of trying to attain them."



A first hand view of politics

DePauw's Mark Filippell, a Public Service program intern who got a taste of practical politics as an aide to the Indiana Republican State Central Committee: "You know, people have a lot of misconceptions about politics and politicians. They expect politicians to be somehow better than they are; more sensible; more willing to serve; more honest; more intelligent. But, of course, they are not any different from anybody else. I don't think our political system has worked nearly as well as it could because people just don't understand the nature of the beast they have created.

"It's a little bit like intern opportunities for college students. A lot of people say they are bad because all they do is indoctrinate you to the status quo. Some may do that. But I think mine gave me a first hand view of a real world situation in a way that made it an invaluable learning experience."

eral arts has already gone too far, that it will leave man adrift, unable to cope with his changing world.

Whatever its philosophic ramifications, many businessmen believe a bit of economic enlightenment from the workaday world might give some insight into the abstract supply and demand curves of the textbooks (and hopefully a little realism to the student picture of the average businessman).

Unfortunately, economics (read finances) more than enlightenment may be motivating much of the new career orientation. But Roy L. Wooldridge of Boston's Northeastern University, executive director of the National Commission on Cooperative Education, says that's fine with him.

"I don't know if the phenomenal growth in career preparedness is because educators have suddenly seen the light or the money," he says. "But I don't care, either.

"There isn't any doubt many institutions have gotten into this because there has been a lot of Federal money available. What will happen if the Federal money runs out is anybody's guess. I suspect the 30 or 40 institutions which have been doing this for awhile will continue and many of the others will not.

"But I don't see anything wrong with that. Innovation never works the same for everybody.

"I mean, nothing changes the way you look at something faster than the prospect of being compensated for making the change. There are still people in higher education who are convinced career preparedness is really not very academic or scholastic or classic."

While many may never be convinced, some may be swayed by student reaction.

Donald C. Hunt, director of the University of Detroit's blossoming career preparedness program, says engineering students are expected to return from a work experience with more enthusiasm for the theoretical aspects of their profession. But he says the "real world" seems to have the same positive influence on classroom performance of humanities students. "And you're going to find that is critical to the acceptance of career development or cooperative education, or whatever you call it, in academic circles."

Mr. Hunt says, for example, that no U. of D. student has gone through the cooperative accounting program without increasing his grade point. "There isn't a single exception," he says. "The kids in our programs find themselves. I don't care if they're in engineering or political science or history. They find out they like it or they don't like it. They come back very much more mature. I suppose if there's one thing that sets these students apart, it is their maturity."

Edward N. Cole, who retired last year from the GM presidency, says the Schneider brand of engineering education benefits:

- The student, who may have a head start in the job market.
- The school, which might gain a greater feel for the adequacy of its programs.
- The employer, who may gain, among other things, an ambassador.

Mr. Cole is among more than 12,000 graduates of the General Motors Institute, the largest if not the only company-based cooperative educational endeavor in the country.

He told an audience of industry and educational leaders recently the liaison role of the co-op student is valuable to both his school and his employer. "The co-op student, the successful one anyway, has an understanding and appreciation of your company and the function it fulfills in the provision of goods and services in our economic system," he said. "And that's a dividend too often overlooked."

Some intellectuals may groan. But to businessmen who find their profession ranked right down there with politics among the least admirable in the eyes of students, having an ambassador is neither subversive nor self-serving. Ambassadors, of course, are for exchanging. They come after the peace treaty. They manifest reconciliation. And if the sudden blooming of partnership-oriented career education is evidence of an easing of the strain between business and academia, shuttling student emissaries to and fro would seem both fitting and proper.

Besides, businessmen need help in the intellectual arena. While proficient at selling products, they are less efficient at selling ideas. Irving Kristol says: "Today, businessmen desperately try to defend their vocation as honora-

"I think I'll be a more productive person . . ."

John Swope, an Albion College professional management intern: "I commuted from Kalamazoo to a State Farm Insurance Co. regional office in Marshall. You know, just getting up in time to get to work every morning was a learning experience. But seeing how people in a work environment relate to each other, and how I relate to them, I think that was the most beneficial part.

"The beauty of it is that I can apply what I learned toward preparing myself to go back out into the real world. And I think I'll be a more productive person because of it. I think that's the value of career education in the context of the liberal arts. It's not so much that you're going to be better prepared to fit into a particular job slot. It's achieving an awareness of the situations affecting the world while you are in a position to acquire the tools to influence them."

Accrediting work

"I'm dubious about some of these work-study schemes. Many people suspect that they're designed more often than not to keep the enrollment up. Why isn't work valuable in itself? Why do we have to add college credit to make it respectable? For example, I talked to a student who's an architect, and she told me about doing some slum clearance work. When I said, 'Why didn't you get college credit for it?' She answered, 'Why should I pay tuition for something I can do myself?' She has a good point. Why should she pay them to let her do what she wants to do and can do herself?"

Carolyn Bird
Author, "The Case
Against College"

**Where the winter term
means "real world"**

There may not be room in the mind's eye for pictures of DePauw women like Leslie Routt as a puppy doctor or Becca Fortenberry as a nightclub singer. But that's because neither DePauw, a liberal arts school in Greencastle, Indiana, nor its students, match their images anymore.

Once upon a time, DePauw may have been a bastion of splendid academic isolation. Now, the real world has intruded in several ways, one of which is called "Winter Term." It's a one-month semester break during which DePauw students seek out real world experience, write reports about it, and pick up a smidgeon of academic credit.

Leslie Routt spent it as a veterinarian's aide, assisting in dehorning cattle, tagging hogs at the Cloverdale salebarn, spaying cats. Becca's winter term project was strumming a guitar and singing at the Dry Dock, an Indianapolis nightspot.

Leslie is the one studying the ear of the cute cocker spaniel on the rear cover: "I wouldn't say my winter term experience suddenly made me want to be a veterinarian. But it was a chance to see whether I'd like the work. I did." Enough, in fact, to apply to Purdue University's School of Veterinary Medicine.

Becca hoped the nightclub stint would help her decide whether to pursue a professional singing career. She found, "it's a tougher business than I thought."

Would their career pursuits affect the classically intellectual image of DePauw women? "Your image of the DePauw woman is your problem," says Leslie.

ble because it is profitable. Without realizing it, they are standing Horatio Alger on his head."

Joseph Schumpeter said 30 years ago the businessman lacks the capacity to capture the imagination of society. "A genius in the business office may be, and often is, utterly unable outside of it to say boo to a goose, both in the drawing room and on the platform," he said. "There is surely no trace of any mystic glamour about him, which is what counts in winning the minds of men."

Ben Rogge (see interview on page 26) says what Schumpeter declared then still goes: "When did you last see the businessman treated sympathetically in a book or play? Whose name is better known — Ralph Nader's or the president of General Motors?"

Thus it is that the businessman, neither glib nor glamorous, embraces career education. No ace at articulation (one pollster finds 19 percent of Americans believing what business says about itself and its products today compared with 70 percent in 1968), he sees his role in bridging the gap between theory and practice as a chance to demonstrate his worth.

"But I don't expect career education to eradicate economic illiteracy," says Dr. Gerald Warren, a DePauw University economist. "For one thing, not every institution or every student is going to subscribe to it. But it's been my experience that students who have been out in the flesh and blood world come back with a new appreciation, a new perspective. They begin to sort out in their minds what's important and what isn't."

"I don't think business expects student interns to return automatically to campus as apostles of free enterprise," says Albion's Charles Shearer.

"You're not going to brainwash these young people. They're too smart for that. I suppose of the changes in attitude I've seen, the one most apparent involves government control. A lot of students who argue for more regulation come back after interning to argue for less.

"It seems to me the greatest benefit in all this is having students come to realize that people who work in business aren't fire-eating monsters. They are ordinary people who go to church and take their kids fishing." □

(NOTE: Faculty members are encouraged to write or submit articles written by others that are of general academic interest. As in the above case, articles already printed in 8 1/2 x 11 format will not need to be retyped.)

'Who Authorized This Trip?'

By Robert Lasson and David Eynon

Paul Revere didn't work for nothing....Official records in the archives of the Massachusetts State House show Revere submitted an expense account for 10 pounds 4 shillings for services performed as a messenger during the first two weeks of the American Revolution. He was paid by the Massachusetts House of Representatives.

--The Boston Globe

Scene: Colony Counting House

Clerk: (Looking up from sheet of foolscap) A marvelous ride, Mr. Revere! Might I have your autograph for my lad? He's--

Revere: Of course. (Scribbles with clerk's quill) Will it take long to process my expense account?

Clerk: Not at all, sir. A question or two and ... (Scans the sheet of foolscap, raises eyebrows at bottom line) Who authorized this trip, incidentally?

Revere: The Sons of Liberty. Sam Adams. John Hancock.

Clerk: A copy of your travel orders should be attached, Mr. Revere, but we'll waive that. Was public transportation available?

Revere: At that hour? I was lucky I had my own horse.

Clerk: You didn't avail yourself of one of the official Post horses at the Green Dragon Tavern?

Revere: The Postmaster was a Tory. His suspicions --

Clerk: Use of a privately owned horse requires supervisory authorization, Mr. Revere. If John Hancock will sign your --

Revere: John Hancock will sign anything.

Clerk: And this trip destination, "Every Middlesex village and farm." Couldn't you be more specific?

Revere: How about "Lexington-Concord and return"?

Clerk: Much better. Now, under "Time," this "hour of darkness and peril and need" sounds ... well, inexact.

Revere: Late P.M. to early A.M.?

Clerk: That's the ticket! Oh, and for "Purpose of Trip," might we say something less ... literary than "the fate of a nation"?

Revere: Dissemination of mobilization instructions?

Clerk: Excellent. By the way, was any personal business conducted en route?

Revere: We took a 10-minute break--but we're only asking straight time for the whole tour, even though it was after hours.

Clerk: Admirable. Now these "expenses for horse" break down to two shillings per day. Were you figuring the horse by the mile--or per diem?

Revere: He eats either way. Two shillings daily.

Clerk: I take it, then, you didn't employ a livery stable that offers government rates? And you didn't get three bids to--(Brushes aside question) Pshaw! Enough of these petty technicalities, Mr. Revere. You made a gallant ride, and you deserve your expenses, which come to ... (Runs quill deftly through several items and corrects bottom line figure) 13 shillings and sixpence in Continental currency--or one Spanish milled dollar.

Revere: (Clutching chit offered by clerk and staring in disbelief) Thirteen and six! That won't even cover what the ride did to my suit! What are all these deductions?

Clerk: (Using feather end of quill to tick off items) There's your withholding, of course. City wage tax. The horse's pension. Wear and tear on the highway.

Revere: Thirteen and six! I could have stayed home and made teapots for thirteen and six!

Clerk: Well, Mr. Revere. For an unauthorized trip outside business hours on privately owned transportation, you're doing pretty good.

Revere: Thirteen and six! I could have been soldering tankards at five times that rate!

Clerk: Yes. On your way home, could you drop this off with the sexton at the Old North Church? It's a summons for a fire code violation. Someone's reported two lanterns in the belfry.

--New York Times
Sunday, July 13, 1975

--Submitted by Lora Friedman



LIBRARY FIATS AND FOOTNOTES . . .

New Carrel Microfilm Reader

The library has recently purchased a carrel LMM microfilm reader from Library Microfilms and Materials Co. of California. This new reader enables the user to read microfilm in much the same way as he would a book or newspaper. Unlike the present translucent screen readers, the image of the LMM microfilm reader is in front of the user on a flat horizontal surface and may be viewed from any angle. The opaque screen eliminates the eye strain one usually associates with a microfilm reader, and the carrel is large enough so that two individuals could read microfilm at the same time.

New Library Procedure at William and Mary

A change has occurred in the circulation procedures at the Earl Gregg Swem Library of the College of William and Mary in that they have recently implemented a machine charging system which requires that each borrower have a plastic library card for use with the machine. Christopher Newport faculty members may obtain library cards by filling out a registration form, which will be marked to indicate the special borrowing privileges to which they are entitled. (The basic loan period for special borrowers is six months, with an option to renew books in person once only for a like period of time.) The Swem Library charges a \$1.00 fee to cover the cost of these library cards.

New Staff Member

Miss Iris Hawkins has joined the library staff as secretary to the Readers' Services Department and will share the Circulation office with Mrs. Lucy Latchum. Iris will occasionally be assisting patrons at the circulation and periodicals desks, although the largest portion of her time will be spent in typing bibliographies and correspondence for the Readers' Services section.

Acquisitions Reports

Many of the items ordered on the spring book order have arrived. Status reports on the orders will be distributed during the week of Sept. 2. Any faculty member wishing to inquire about books ordered in May should contact Laura Miley, ext. 7137.

